**Disaster**

**Challenge booklet**

**Name...............................................**

**Group..............................................**

# Introduction

In this challenge you will be **working as a team** to produce a presentation that will be made to the whole group. During the project you will need to show how you have used the PLTS (Personal Learning and Thinking Skills) to develop your learning. You will need to show evidence of these in this booklet. Each PLTS focuses on a different area of learning. The PLTS we want you to develop during the project are:

• Creative thinking

• Reflective learning

• Independent enquiry

• Self managing

• Effective participating

• Team working

# The presentation

* At the end of the day you will have to present to the rest of the group the work you have done on the DISASTER project.
* The presentation can take any form, wall display, website, information pack, dance, drama, music, practical product using any materials..... or any other format provided it has been agreed with an adult.
* ALL members of the team will have to take a part in the presentation.
* You will be given time to prepare before your presentation but the actual presentation to the group must last 5 minutes.... your presentation will be “Professional”.

# Some things to discuss and get you started with the challenge...

* What is meant by DISASTER?
* What scale of Disaster do you want to focus on... local/ community /global/?
* What causes Disaster? Natural events, human activity, accident?
* Is Disaster the same for everybody? How might it differ for people in different parts of the country/ world or for people from different backgrounds?
* Think about the experiences encountered during a Disaster, including school, home, entertainment, leisure, relationships ...how might these change after this sort of event?
* Does Disaster always involve people? What about the environment, wildlife, the economy, society?
* What basic “needs for life” would be disrupted in a Disaster? Food, water, health, shelter?
* As a 12 year old how would a Disaster affect you? What about friends and family?
* What about the help that can be given after a Disaster? Who gives this help? What sort of help is needed immediately after the event? How does this change after a few days/weeks/years?

# Key questions...but there could be many more...!

• What do we really mean by Disaster?

• What are the consequences of Disaster?

• Will everybody be affected by Disaster in the same way?

• What will be the impact on the environment (consider an ordinary walk down the high street...how might this change?)

• How was Disaster different 25-50-100 years ago?

• How will specific aspects of life change after Disaster such as school, leisure, family life, employment, society, the daily routine?

# Fox Tool

To get you started on the project you will be using the “Fox Thinking Tool” to help you think about what you already know about Disaster, what you might need to find out about, and to give some structure to your work.

You will be guided through this activity by your teachers.

For the Fox tool to work well (and the rest of the challenge) you will need to organise your team. You will need to take on different roles so that everyone has something to do and to prevent everyone trying to do the same thing at the same time.

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| --- | --- |
| Some suggested roles | Name |
| Facilitator.... The main organiser for the task... enables the team to do the challenge |  |
| Time keeper.... Checks how much time is available... and how much time is left |  |
| Resources manager... The only person who goes to collect resources... the “gofer”. |  |
| Record keeper... Keeps track of what has been done (and what needs to be done) |  |
| Negotiator... Checks with adults what is ok to do. Helps to make sure the team agrees. |  |

What’s your role?...........................................................................................................................

Record here your own thoughts about the Disaster challenge.

# PMI... and more

PLUS-MINUS-INTERESTING

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| **Plus**- note here the positive things from your thinking so far.... what would be good to follow up? | **Minus**- What things have been “not so good”? What do you need to avoid? |
| **Interesting**- what aspects have you enjoyed? What made you think? What have you found interesting? | |

Knowledge:

What do we need to know in order to be successful?

Skills:

What do we need to be able to do in order to be successful?

Dispositions:

What attitudes do we need to have in order to be successful?

# Decision time

Outline what **your team** has decided to do

What will **you** be doing for this Challenge.... does this match with the role you have taken?

What does your team need to do the challenge? Do you need any special resources? Do you need to work in a specialist area? (You can work in other areas of the school BUT you MUST get permission to leave the challenge area)

# Time Planning... and what is your team going to do?

Before you start your challenge your team MUST plan how you are going to use your time. ALL members of the team MUST have tasks to do!

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| **Lesson 1** | During this lesson you will be introduced to the Challenge  Start exploring what sort of Presentation your team will make.  Planning for the day- Fox Tool, Team Roles, PMI, Decision time. |
| **Lesson 2** |  |
|  |
| **Break** | Time for a break but also to check.... are you on track?  Is everyone in your team busy?  Do you need any further help?  Do you need to adjust your plan so that you will complete the challenge? |
| **Lesson 3** |  |
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| **Lesson 4** |  |
|  |
| **Lunch** | Time for a break but also to check.... are you still on track?  Is everyone in your team busy?  Do you need any further help?  Do you need to adjust your plan so that you will be ready for your presentation? |
| **Lesson 5** |  |
| Preparation for presentations |
| **Lesson 6** | Presentations |

# PLTS Log

Record here any evidence of how you have used the personal learning and thinking skills.

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| **Creative Thinker** | ✓ | **Evidence** |
| I changed ideas and tried out alternative ideas as the project I was working on changed. |  |  |
| I created my own ideas and explored different possible solutions. |  |
| I questioned other peoples’ assumptions about the project and its issues. |  |
| I asked questions which made me think deeper about the project and its issues. |  |
| I thought of creative ways to link my ideas with those of other people. |  |

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| **Reflective Learner** | ✓ | **Evidence** |
| I assessed myself and others and saw what |  |  |
| I’d done well and where I needed to improve. |  |
| I set goals for my work and knew the success criteria I wanted to meet. |  |
| I communicated what I had learnt to different audiences. |  |
| I reviewed my work as I was going along and acted on what I needed to do to complete the work successfully. |  |
| I invited feedback and coped well with praise, criticism and setbacks. |  |

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| **Independent Enquirer** | ✓ | **Evidence** |
| I identified questions to answer and problems to resolve. |  |  |
| I planned and researched so that I knew what consequences my decisions had on my project. |  |
| I supported my conclusions by using well explained arguments. |  |
| I explored issues and events from different points of view. |  |
| I analysed and evaluated information knowing its importance to my project. |  |

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| **Self Manager** | ✓ | **Evidence** |
| I looked for challenges or new responsibilities and was flexible when our priorities changed |  |  |
| I worked towards a goal; showed initiative, commitment and perseverance. |  |
| I responded to change and asked for help when I needed it. |  |
| I organised my time and prioritised what I needed to work on or do. |  |
| I worked out when I needed to take risks and managed these times carefully. |  |

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| **Effective Participant** | ✓ | **Evidence** |
| I discussed issues of concern and solved problems where needed. |  |  |
| I presented a persuasive case for a plan of action. |  |
| I tried to influence others, negotiated and balanced different views to reach agreement. |  |
| I proposed a good way forward in achievable steps. |  |
| I acted as an advocate for views and beliefs that differed from my own. |  |

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| **Team Worker** | ✓ | | **Evidence** |
| I worked well with other people to achieve common goals |  | |  |
| I reached agreements with others by discussion, helping everybody’s ideas to be valued and listened to | |  |
| I changed so I could take on different roles in different situations, including leadership roles | |  |
| I provided constructive and fair feedback to  people I worked with | |  |
| I was fair to other people and took into  consideration their thoughts, feelings and  opinions | |  |